Standard:
  6th Grade   6.W.3.1 Students are able to apply knowledge of standard
                        language usage.

Purpose:
  The students will identify verb tenses.

Materials needed:
  • Sentences developed for activity

Instructions:
  1. Students will scatter around the room into their own personal space.
  2. The teacher will read a sentence to the students.
  3. The students will: clap once for past tense, clap twice for present tense and
     three times for future tense verb.
  4. According to which verb tense is presented, the students will clap the
     correct number to the sentence read.
  Ex. The teacher will say, "Sherry ran to the store." The student will clap one
        time.

Adaptations:
  • None

References:
  • Minds in Motion 2004 pg. 90.

Standard:
7th Grade   7.R.2.1   Students are able to describe how authors use literary
                        elements to create meaning.

Purpose:
Define the elements of a short story.

Materials needed:
- Chant (provided below)
    - *Literary Elements
        - Character revealed through actions, speech, and appearance or comments.
        - Plot sequence of events involves the characters in conflict.
        - Setting includes the place and the time in which the story takes place.
        - Theme is the underlying meaning of the story.
        - Point of view: First Person "I", Second Person "You", Third Person "She, He or It".

Instructions:
1. Make copies of chant; distribute.
2. Form two circles, one inside the other, Have the outer circle walk in place and the inner circle snap their fingers.
3. Keep the beat a simple walk in place/snap/walk in place/snap and just slowly say the words.
4. As students come to words that are part of the literary elements they perform the following movements:
        - character-students will turn in a circle
        - plot-point their fingers high in the sky
        - setting-slide two steps to the students right
        - theme-touch their toes
        - point of view-bend down and point fingers to the ground
5. After movement is performed they go back to either snapping their fingers or walking in place.
6. Students take turns (in partners) saying the chant and reverse roles of the circles.

Adaptations:
- None

References:
- http://www.cas.usf.edu/lis/lis6585/class/litelem.html

Standard:
6th Grade   6.S.1.1 Students are able to select organizational patterns that narrate and describe based on audiences and purpose.

Purpose:
Students use appropriate structure and sequence to express ideas and convey information.

Materials needed:
- List of topics

Instructions:
1. Place students in teams.
2. Teacher will give each team a topic.
3. Teacher will give verbal directions to each team emphasizing that they are demonstrating an organizational pattern that narrates and demonstrates.
4. Teams are given a very short time to organize themselves in their team.
5. Each team has one narrator and the rest are to demonstrate what is being said.
6. Continue until each team has demonstrated.
    Ex. Topic: Chopping down a tree
            Mowing the lawn
            Fighting a forest fire
            Planting a tree
            Making your bed
            Brushing and flossing your teeth

Adaptations:
- None

References:
- http://eslcafe.com

Standard:
  8th Grade   8.R.4.1 Students are able to determine the appropriate strategy
                to gather and organize information.

Purpose:
  The students will identify primary and secondary sources.

Materials needed:
  - None

Instructions:
  1. Students will stand.
  2. The facilitator will hold up a book and/or read a title out loud.
  3. Students will make a letter "P" with their body if it is a primary source
     and a letter "S" with their body if it is a secondary source.
        Ex. The Story of Anne Frank is a primary source so students would
        make the shape of a "P" with their body. An encyclopedia, students
        would make the shape of an "S" for secondary source.

Adaptations:
  - None

References:
  - None

Here's Letters!

Standard:

6th Grade   6.W.1.3 Students are able to use the appropriate form of writing to address purpose and audience.

7th Grade   7.W.1.3 Students are able to choose appropriate language and style for writing purpose and audience.

8th Grade   8.W.1.3 Students are able to compose technical/business texts using a style appropriate to audience and purpose.

Purpose:

Students will use parts of speech correctly; use subject-verb agreement accurately; write for peers, adults, the public, and other content areas; write texts to authentic audiences.

Materials needed:

• Letter for facilitator to read

Instructions:

1. Students can stand or sit to do this activity.
2. As the facilitator is going to read out the part of the letter the students will be drumming on their desks.
3. The facilitator will read a part of the letter, "Dear Angie."
4. The students will stop drumming and then call out "what part of the letter is, Greeting."
5. Go through as many parts as you want and choose the format that will cover the appropriate age level.

Adaptations:

• www.englishplus.com/grammar/letrcont.htm

References:

• None

Standard:
8th Grade   8.S.2.2 Students are able to design presentation strategies appropriate to audience and purpose.

Purpose:
Students will use appropriate non-verbal communication skills.

Materials needed:
   • None

Instructions:
1. Students are asked to form a line in the sequence of their birthdays. (January-December)
2. No Talking!
3. Students must find a way to communicate with the others to get into the line.

Adaptations:
   • The facilitator may classify the students into groups (eye-colored groups, hair color, age, etc…)

References:
   • Mind in Motion 2004 pg. 84

Standard:
6th Grade   6.W.2.2 Students are able to revise writing to improve
organization and support of ideas.

Purpose:
Students are able to use various strategies and techniques to improve writing
quality.

Materials needed:
- Written assignment with 1-3 paragraphs
- Pencils/pens

Instructions:
1. Arrange students in a circle on the floor.
2. Each student proofreads his/her rough draft.
3. After three minutes, have all the students stand, twist to their left, pass
   their paper then sit down.
4. Next student in line will proofread the new paper focusing on ideas/
   content and organization.
5. After three minutes the students will stand, twist to their right and pass
   the paper to the next person.
6. Proofreading will again focus on ideas/content.
7. Repeat the above focusing on sentence fluency and voice.

Adaptations:
- None

References:
- None

Standard:
7th Grade 7.R.1.2 Students are able to use inferences to extend meaning beyond literal understanding of text.

Purpose:
The students will be able to define inference, give examples, and infer feelings by playing charades.

Materials needed:
- Bowl or paper bag, dictionary
- Slips of prepared words

Instructions:
1. To prepare, write each of the following words on a separate slip of paper: embarrassed, frightened, disappointed, worried, uninterested, puzzled, surprised, overwhelmed, clueless, lucky, diligent, ponderous, exhausted, bored, thrilled, desperate, frustrated, shy, lonely, relaxed, joyful, loved, stressed out, and optimistic. Fold in half. Put in bowl or bag.
2. Group students in pairs.
3. Explain they will be playing charades to strengthen inference skills.
4. Rules of the game:
    a. One partner draws a charade strip.
    b. Each pair will read the feeling and discusses quietly how to act it out. (If they are not sure what the word means, they can look it up in the dictionary.)
    c. Choose a pair of students to act out their word.
    d. Students in the audience raise their hands to guess the action.
    e. Partners call on students until someone guesses correctly.

Adaptations:
- None

References:
- Inference & Cause and Effect by LeAnn Nickelsen with Sarah Glasscock, Scholastic, Inc., 2004

Standard:
7th Grade   7.W.1.1 Students are able to create expository and persuasive texts of more than one paragraph.

Purpose:
Students will create and identify expository and persuasive texts.

Materials needed:
- Expository and persuasive student writings of more than one paragraph each

Instructions:
1. Have all students stand beside their desks and begin marching quietly in place.
2. Have a student volunteer (or the teacher) read one of the student writings.
3. Students listen to determine if it is expository or persuasive.
4. If students think it is expository, they should repeatedly throw both arms up as if indicating a touchdown (explaining facts).
5. If students think it is persuasive, they should strike several muscle poses (as if persuading someone).
6. Call on students to explain their reasoning.
7. When teacher is satisfied with responses, repeat the steps.

Adaptations:
- None

References:
- None

Standard:
7.W.1.2 Students are able to create an organizational structure that includes an
introduction, clear focus, effective transitions, and a conclusion.

Purpose:
Students will identify cause and effect.

Materials needed:
- Paper and Pen

Instructions:
1. Students list as many cause and effect situations from the reading they've read in their class.
2. All students stand.
3. Students pick one example they listed to share with the rest of the class.
4. If students agree that it is an example of cause and effect, snap your fingers.
5. If students do not agree the example is cause and effect, do jumping jacks.

Adaptations:
- This activity could also work for compare and contrast.

References:
- None

Standard:
6th Grade   6.S.1.2 Students are able to organize presentations according to main ideas and supporting details.

Purpose:
Students will read speeches with an introduction, body, and conclusion.

Materials needed:
- Written speeches clearly containing an introduction, a body, and a conclusion. Each speech should fit on one page. Cut each page into sections dividing it into introduction/body/conclusion.

Instructions:
1. Students may work in groups or individually.
2. Each student/group should have a speech (cut into parts) placed upside down on a desk/table.
3. When told they may turn the materials over and place in the appropriate order.
4. When they have put the pieces in order, they should perform the following activities in sequence to represent the order in which they should have placed their speeches. 1. Quietly tap their hands on a desk as if trying to get attention (introduction). 2. Use large hand movements to create an hourglass shape (body). 3. Cross both arms in front of body, then separate them out to the right and left as if making an umpire's "safe" signal (conclusion). Continue making motions until all have their papers in order.
5. When everyone is finished, select a student or students to read their sequenced speeches as time allows.

Adaptations:
- You may switch speeches and do the activity again.

References:
- None

Standard:
7th Grade   7.R.4.1 Students are able to distinguish which reference sources will provide the best information for the assigned task.

Purpose:
Students will identify reference sources using True or False Questions.

Materials needed:
- Gym floor
- True/False statements regarding reference sources

Instructions:
1. Divide students into two groups, the "True group" and the "False group." The end line on each side is their safety line.
2. Have each group line up on either side of the center line.
3. Teacher reads a true or false statement.
4. If the answer is true, the true group runs toward their own safety line, and the false group chases them. If any of the true members are tagged, they become part of the false group, and likewise.
5. The game ends after ten questions. The team with the most members wins the game.

Adaptations:
- May use more or fewer questions.

References:
- Minds in Motion 2004, pg. 109.

Reading | Literary Devices | 8th

Standard:
8th Grade   8.R.2.2 Students are able to describe the effect of the author's use of literary devices.

Purpose:
Students will write and identify literary devices.

Materials needed:
- Four stations set up throughout the room
- Each station should be identified as one of the following: metaphor, simile, idiom or oxymoron
- Each station must have a piece of paper large enough for all students to write an example of the listed devices
- Label each corner of the room with one of the above literary devices.

Instructions:
1. Students will skip to the various stations.
2. At each station, each student will write an example of the indicated literary device on the paper that is left at the station.
3. When all students have completed their examples, the teacher collects the examples.
4. The teacher will read aloud one of the student examples and students will need to decide what type of literary device is being used and move, without talking, to the corner that is labeled with the correct term.
5. Metaphor: March a "mile"
   Simile: Gallop like a horse
   Idiom: Kick up your heels
   Oxymoron: Do a fast walk/be a human robot

Adaptations:
- More or fewer literary devices can be used.

References:
- Idionconnection.com
- Oxymoronlist.com

Standard:
  6th Grade   6.R.1.2 Students are able to use direct and implied meaning to understand text.

Purpose:
 The students will understand difference between a main idea and supporting sentences.

Materials needed:
  • A list of main ideas with two supporting sentences each

Instructions:
   1. Prepare several main ideas with two supporting sentences for each main idea. Examples are listed below:
      o Main Idea: Native American tribes lived in a variety of different dwellings. Supporting Sentences: The Plains Indians used tepees that were easy to put up and take down. The Iroquois built longhouses, which were large rectangular homes.
          o Main Idea: Volcanoes can be classified by the amount of activity they produce. Supporting Sentences: If a volcano has not erupted within historic times, it is inactive. An extinct volcano will probably not erupt in the future.
   2. Write all main idea and supporting sentences each on a separate strip of paper.
   3. Give each student one strip of paper.
   4. Tell students they have certain amount of time (Ex. 2 minutes) to find students with the remaining sentences that go together in a paragraph.
   5. Once they have found the other two students, the three must decide who has the main idea and who has the supporting sentences.
   6. The students create a "train" with the main idea as the engine, and the supporting sentences as train cars. Chug around the room in order.
   7. After briefly moving around the room, have each group state the main idea and the supporting sentences.

Adaptations:
  • You may use this with a novel or a short story.

References:
  • Main Idea & Summarizing, by LeAnn Nickelsen with Sarah Glasscock, Scholastic Teaching Resources, 2004

Standard:

8th Grade   8.R.1.2   Students are able to use reading strategies to comprehend the meaning of words and text.

Purpose:

Students will connect sensory images to meaning.

Materials needed:
- Text containing sensory images
- Text may be supplied by students or from novels/textbooks

Instructions:
1. Have students stand.
2. Read text aloud to students.
3. As students make a sensory connection, have them do the following motions and call out what they sense:

        Sight – skip
        Hearing – hop
        Taste – jumping jacks
        Smell – sway to the right and left
        Touch – spin in circles

Ex: Read "The roses filled the air with sweet perfume." Students would sway to the right and left and say "I smell roses" or "I smell flowers."

Adaptations:
- The types of movement can be varied.
- Social studies will offer many examples of sensory imagery texts.

References:
- None

Standard:
6th Grade   6.R.2.2 Students are able to describe types of figurative
                     language.

Purpose:
Students evaluate text structure, literary elements, and literary devices.

Materials needed:
- Examples of similes, personification, and metaphors on strips of paper.
- Student notebook paper numbered according to the number of strips.

Instructions:
1. Teacher arranges the strips of paper all over the room.
2. Students move about the room identifying which type of figurative
   language is depicted on each strip.
   If the figurative language is a simile, they will slide to the left,
   personification, students pretend they are picking weeds and if the word is
   a metaphor they will walk around the room pretending to mow the lawn.

Adaptations:
- None

References:
- None

Standard:
7th Grade   7.R.4.2 Students are able to analyze and organize information from various sources.

Purpose:
Students will discriminate important ideas from unimportant ideas while reading.

Materials needed:
- Reading material
- Playing cards placed face down on a desk or table with face cards removed

Instructions:
1. Play this game after students have read a selection.
2. Have one student come to the front of the room and take a card.
3. If it is a red card, have the student tell an unimportant detail. If it is a black card, have the student tell an important detail. Have the students support answers. Determine correctness by discussion.
4. The student who is at the front of the room then names an activity that can be done in place and counted. (Ex: jumping jack, marching in place)
5. Have student in front of the room lead entire class in the activity, doing as many as the number of the selected card denotes. Example: if the five of hearts is selected the student will gives an unimportant detail with a supporting statement. Discuss. Student says, "jumping jacks." All students do five jumping jacks led by leader.
6. The student in front selects the next student to come to the front of the room.
7. Repeat steps #2 through 6.

Adaptations:
- This game could be used for any questioning activity.

References:
- None

Standard:
  8th Grade   8.S.1.2 Students are able to develop clear and organized
                      presentations.

Purpose:
  To arrange the presentation.

Materials needed:
*   Set of index cards that contain the following: two introduction sentences, three body sentences and two conclusion sentences, several transitions, each on a separate card for a total of seven cards per set for sentences and transition cards.
*   Enough sets of cards so each group of students can have its own set

Instructions:
  1. Divide students into groups of seven.
  2. Give each group a set of cards that includes two introduction cards, three body cards and two conclusion cards and several transition cards.
  3. Each student within the group represents one of the sentences.
  4. The group needs to arrange itself in an organized manner (two intro sentences, three body sentences and two conclusion sentences, along with the appropriate transitions).
  5. Each group reads its paragraph aloud.

Adaptations:
*   None

References:
*   None

Standard:
6th Grade   6.W.2.1 Students are able to model a range of strategies authors use in narration and description.

Purpose:
Students are able to use various strategies and techniques to improve writing quality.

Materials needed:
- Short story that contains a lot of dialogue
- Student journals

Instructions:
1. Read the story with the class.
2. Every time the author uses dialogue the students will stand up and raise their left hand.
3. At the end of the story instruct the students to write about the funniest thing that has happened to them lately and to include dialogue in their story.

Adaptations:
- None

References:
- None

Standard:
6. R.4.3 Students are able to determine the quality of materials in informational texts.

Purpose:
Students will distinguish fact from opinion.

Materials needed:
- Fact and Opinion Statements

Instructions:
1. Students need to be standing.
2. Facilitator will read a statement.
3. If the statement is fact the students will spin right.
4. If the statement is opinion the students will spin left.

Adaptations:
- If you are afraid to have students spin, have them do another activity with it.

References:
- None

Standard:
6th Grade   6.R.2.1 Students are able to use the text structures and patterns in various literary texts to create meaning.

Purpose:
Use structural elements to extend meaning.

Materials needed:
- Create individual flashcards for the following boldfaced words (with activities in parentheses: chronology (clap once), beginning, middle, end, flashback, plot structure (clap twice), exposition, rising action, climax falling action, resolution, poetry structure (stomp once), stanzas, rhythm, rhyme, line length, cause/effect (stomp twice), problem/solution (snap fingers once), compare/contrast (snap fingers twice), description (whistle).

Instructions:
1. Students are in their desks.
2. Teachers will place the bold face words on the board.
3. Below each bold-faced card teachers will write an activity. Ex. clap once, clap twice, stomp foot once, stomp foot twice etc.
4. Teacher will call out a word which is associated with the boldface word. Ex. stanzas.
5. Students will perform the activity for the word describes. Ex. poetry structure.

Adaptations:
- None

References:
- None

Standard:
8th Grade   8.R.1.1 Students are able to apply knowledge of word origins and derivations to extend vocabulary development.

Purpose:
Students will begin to recognize prefixes, suffixes and root words of words from the Greek and Latin origin.

Materials needed:
- Appropriate vocabulary words listed on the board
- Index cards containing word parts to make whole words from the list, one word part per card.

Instructions:
1. Teacher will hold up parts of a whole word.
   Ex. "prim evil" "Summa cum laude", "De facto", "hyper cen esthesia"
2. Students will wave their hands in the air if they can recognize and give the meaning of a prefix.
3. Students will skip in place if they can recognize and give the meaning of a suffix.
4. Students will shake their hands and rotate their arms in a large circle if they can recognize and give the meaning for a root word.
5. Teacher may call on students for responses for individual word parts.
6. When completed with one word, teacher may ask students to do a physical activity (such as jumping jacks) if they think they can give the meaning of the whole word. Ask for responses.

Adaptations:
- Use science, history, math or any other subject area.

References:
- http://www.lausd.k12.ca.us/lausd/resources/verbal.clues.with.latin/latinprefixes.html
- http://www.wordquests.info/word-menu-grp-lists-directory.html

Standard:
8th Grade   8.W.2.2   Students are able to revise writing to improve sentence fluency and cohesiveness.

Purpose:
Each student will participate in the revision process.

Materials needed:
- A double-spaced basic paragraph that needs revision. It should be written on an overhead or chalkboard so all students can read it
- Sock ball

Instructions:
1. After reading the paragraph, the teacher asks the students to make suggestions for revision such as ideas, content, organization, voice, word choice, using conjunctions, sensory details and sound devices.
2. The teacher tosses a "sock ball" to one student who makes a suggestion. After the student gives a suggestion he/she tosses the ball to another student who will make a suggestion.
3. Continue until all students have made a suggestion.

Adaptations:
- The ball can be made from any material that will not harm anyone when tossed.

References:
- Minds in Motion, 2004 p. 113.

Standard:
8th Grade   8.W.4.2 Students are able to synthesize information from multiple sources to create texts.

Purpose:
Given a piece of information, students will indicate, using movement if the information supports a thesis statement.

Materials needed:
- A thesis statement
- Several pieces of information from various sources

Instructions:
1. Teacher displays the thesis statement.
2. Teacher will present a source of information that may or may not support the thesis.
3. If the source supports the thesis, students will struggle to "pick up" an imaginary thesis but ultimately lift it over their heads in triumph.
4. If the source does not support the thesis, the students will struggle to "pick up" an imaginary thesis, but drop it before they can get it over their heads.
5. Remind students to lift with their knees not their backs.
6. Ask students to defend their choices.

Adaptations:
- None

References:
- None